# Resources

## Common Core State Standards for ELA/Literacy

**Academic Language and Literacy** (http://www.jeffzwiers.org)
This site is focused on helping educators accelerate and deepen students' learning of academic language, literacy, and content understandings in all classrooms. The site provides information and tools to help teachers, schools, and parents to build language, literacy, thinking, and content in all students.

**AchievetheCore.Org (Student Achievement Partners)** (http://www.achievethecore.org/)
The achievethecore.org site provides free, high-quality resources compiled by Student Achievement Partners (writers of the CCSS) for educators implementing the CCSS, including professional learning modules, handouts, presentations, sample lessons, lesson videos on the foundations of English language arts and literacy across subjects.

**America Achieves** (http://commoncore.americaachieves.org/)
This Web page offers support to leaders and communities to build high quality educational systems and success for students in careers, college, and citizenship. The support includes disseminating tools for implementing the CCSS, such as lesson plans, videos, and professional development on assessing the quality of resources.

**CDE Child Development Division Resources**
(http://www.cde.ca.gov/sp/cd/re/cddpublications.asp
This Web page offers information and resources regarding early education, including publications related to the alignment of the Common Core State Standards and the California preschool learning foundations and an implementation guide for transitional kindergarten.

**CDE Common Core State Standards Resources** (http://www.cde.ca.gov/ci/cc/)

This Web page offers information, download links, and FAQs related to the California Common Core State Standards in English language arts, literacy, and mathematics. In addition, all County Offices of Education have resources on their Web sites to support the implementation of the standards.

**CDE CCSS Professional Learning Modules for Educators**

**(**http://www.cde.ca.gov/re/cc/ccssplm.asp)

This Web page links to professional learning modules (PLMs) that support educators in delivering curriculum aligned to the CCSS to all pupils. Topics including a general overview of the standards, reading of informational text, writing to inform, argue, and analyze, content literacy in technical subjects, and an overview of the CA English Language Development Standards. These modules are available online at no cost.

**CDE English Language Arts** (http://www.cde.ca.gov/ci/rl/index.asp)

This Web page is an index to current curriculum frameworks and content standards, instructional materials and resources, and a collection of recommended literature for students in kindergarten through grade twelve.

**CDE Reading/Language Arts Professional Development**

(http://www.cde.ca.gov/pd/ca/rl/)

This Web page offers resources for professional development to improve classroom instruction in reading and language arts. It includes links to the *Parent Handbook for English Language Arts*, the Reading First federal program, and outside resources for teaching reading.

**California Reading and Literature Project** (http://csmp.ucop.edu/crlp)

This project provides professional development programs, resources, and research in language and literacy instruction, including a focus on academic English-language development, and links universities with schools and districts in collaborative partnerships.

**The California Subject Matter Projects** (http://csmp.ucop.edu)

The California Subject Matter Projects (CSMP) professional development programs support teachers' use of standards and literacy strategies to foster achievement among all students, especially English Language Learners and students with low literacy and content area knowledge. CSMP programs provide research-based, classroom-tested, and discipline-specific strategies to support student literacy.

**California Writing Project** (http://csmp.ucop.edu/home/program_list/?projids=28)

The California Writing Project provides professional development programs, resources, and research to improve student writing and learning by improving the teaching of writing.

**Common Core en Español** (http://commoncore-espanol.com/spanish-language-arts-literacy-historysocial-studies-science-and-technical-subjects-0)

As part of the State Standards Initiative Translation Project, housed at the San Diego County Office of Education, the Spanish version of the

**Common Core Standards Matrix for the Nutrition Competencies, Grades K–6** (http://projecteat.acoe.org/sites/default/files/Common%20Core%20Standards%20Matrix%20for%20the%20Nutrition%20Competencies.pdf)

This matrix, used and developed by the Alameda County Office of Education, links all the Nutrition Competencies to the CA CCSS for ELA/Literacy and CCSSM as well as to Science, Physical Education, and Social Studies standards for kindergarten through grade six.

**Council of Chief State Officers (CCSSO)** (http://www.ccsso.org/Resources.html)

CCSSO is nonpartisan organization of public officials who head departments of elementary and secondary education throughout the nation. CCSSO provides leadership, advocacy, and technical assistance on major education issues, including resources on the implementation of the CCSS.

**Edmodo Basal Alignment Project** (https://www.edmodo.com/)

The Basal Alignment Project (BAP) builds district capacity to better align existing materials to the CCSS for ELA/Literacy while new materials are being developed and published. School districts, publishers, educator organizations and others can link to the site or download and adapt materials that can be widely available to teachers and students.

**International Education and Resource Network** (http://us.iearn.org/projects/education-standards

The International Education and Resource Network (iEARN) is a non-profit organization enabling young people worldwide, working in collaboration and dialogue, to make a meaningful contribution to the health and welfare of the planet and its people by engaging in respectful dialogue and collaborative action. The iEARN web site has teacher-designed lessons that link projects to the CCSS and support educators in using technologies to promote student interaction in global project

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**IRA – ELA Common Core State Standards**
(http://www.reading.org/Resources/ResourcesByTopic/CommonCore-resourcetype/CommonCore-rt-overview.aspx)

The International Reading Association (IRA) offers a variety of tools to help in the process of implementing the CCSS for ELA/Literacy.

**Linking Language Arts and Nutrition**
(http://www.californiahealthykids.org/nutrition_languagearts)

This Web page resource was developed by the *Network for a Healthy California* of the California Department of Public Health (*Network*) and the California Healthy Kids Resource

Center to support *Network*-funded, student-based programs to provide effective, standards-based language arts and nutrition instruction. Each lesson addresses the CA CCSS in ELA/Literacy and in health education.

**NCTE Resources Supporting Students in a Time of Core Standards**
(http://www.ncte.org/standards/common-core)
This Web page from the National Council of Teachers of English offers books, online learning, journal articles, and lesson plans.

**SCORE Language Arts** (http://www.sdcoe.k12.ca.us/SCORE/welcome.html)
This Web page is a connection to cyber (literature) guides, activity banks, and phonics links for language arts. Requires login ID and password.

**Teaching Channel** (https://www.teachingchannel.org)
The Teaching Channel is a video showcase of inspiring and effective teaching practices in schools to improve the outcomes of all students. The video library offers educators a wide range of subjects for grades K-12 and includes information on alignment with the CCSS and ancillary materials for teachers to use in their own classrooms.

**TextProject** (http://www.textproject.org)
This project aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction. Priorities include creating projects and prototypes for student reading programs, providing teacher support resources and classroom reading activities, and supporting and disseminating related research.

**U.S. Department of Education—Lessons in Reading/Language Arts**
(http://www.free.ed.gov/subjects.cfm?subject_id=78)
This Web page provides a source of lessons and units for teaching reading and language arts.

**English Learners**

**CDE English Language Development Standards**
(http://www.cde.ca.gov/sp/el/er/eldstandards.asp?print=yes)
This Web page links to the California English Language Development (CA ELD) Standards adopted in November 2012 and the standards implementation plan and resources.

**CDE English Learners** (http://www.cde.ca.gov/sp/el/)
This Web page provides a set of links to programs and information to improve the language proficiency of English learners and help them meet content standards adopted by the State Board of Education.

**CDE State Seal of Biliteracy** (http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)
The State Seal of Biliteracy (SSB) provides recognition to high schools students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English. This Web page offers information and resources for a school district, county office of education, or charter school for the criteria to establish the SSB award. The SSB insignia is affixed to the diploma or transcript of each qualifying student.

**Colorín Colorado** (http://www.colorincolorado.org/)
A free Web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs).

**Council of Chief State School Officers (CCSSO) – State Collaboratives on Assessment and Student Standards (SCASS) – ELLs**
(http://www.ccsso.org/Resources/Programs/English_Language_Learners_(ELL).html)
The English language learner (ELL) SCASS constitutes the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards and assessment for English language learners. The ELL SCASS explores issues of policy implementation, particularly focusing on the connection of the standards and assessment

system to state policies that affect instruction, curriculum, professional supports and leadership for ELLs. The ELL SCASS Web page is updated regularly with information about the organization's various foci and activities.

**Culturally Responsive Teaching** (http://www.alliance.brown.edu)

The Education Alliance, a department at Brown University, promotes educational change to provide all students equitable opportunities to succeed. They advocate for populations whose access to excellent education has been limited or denied. The Education Alliance partners with schools, districts and state departments of education to apply research findings in developing solutions to educational challenges. They focus on district and school improvement, with special attention to underperformance and issues of equity and diversity, and design and deliver expert services around planning, professional learning, and research and evaluation.

**De Orilla a Orilla (From Shore to Shore)** (www.orillas.org)

De Orilla a Orilla is an international teacher-researcher project focused on documenting promising classroom practices for intercultural learning over global learning networks. It is an international clearinghouse for establishing long-distance team-teaching partnerships between pairs or groups of teachers forming "partner" classes with a multinational and multilingual focus (including primarily Spanish, English, French, Portuguese, Haitian, and American and French Canadian Sign Languages).

**Understanding Language** (http://ell.stanford.edu/)

An initiative aimed to heighten educator awareness of the critical role that language plans in the CCSS and the Next Generation Science Standards seeks to improve academic outcomes for English language learners (ELLs) by drawing attention to critical aspects of instructional practice and by advocating for necessary policy supports at the state and local levels. The initiative team, housed at Stanford University, has developed and presented papers and webinars addressing language and literacy issues, and sets of teaching resources that exemplify high-quality instruction for ELLs.

**Literacy in Content Areas**

**AchievetheCore.Org (Student Achievement Partners)** (http://www.achievethecore.org/)
The achievethecore.org site provides free, high-quality resources compiled by Student Achievement Partners (writers of the CCSS) for educators implementing the CCSS, including professional learning modules, handouts, presentations, sample lessons, lesson videos on the foundations of English language arts and literacy across subjects.

**The Arts and the Common Core: A Review of Connections Between the CCSS and the National Arts Standards Conceptual Framework**
(http://nccas.wikispaces.com/Common+Core+Alignment)
A report released by the College Board, in collaboration with the National Coalition for Core Arts Standards, that details the alignment between the CCSS for ELA and mathematics and the National Core Arts Standards.

**Calisphere** (http://www.calisphere.universityofcalifornia.edu/)
Calisphere is the University of California's free public gateway to a world of primary sources, including photographs, documents, newspaper pages, political cartoons, works of art, diaries, transcribed oral histories, advertising, and other unique cultural artifacts, revealing the diverse history and culture of California and its role in national and world history. Calisphere's content has been selected from the libraries and museums of the UC campuses, and from a variety of cultural heritage organizations across California.

**Guiding Principles for the Arts: Grades K-12**
(http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf)
David Coleman, one of the primary authors of the CCSS, elaborates on the relationship between the standards and the arts.

**History Blueprint** (http://historyblueprint.org/ )

This site offers curricula, aligned with both the California Content Standards for History–Social Science and the CCSS for Literacy in History/Social Studies, developed by the History Blueprint Team at the California History–Social Science Project. Lessons combine historical investigation, carefully selected primary sources, activities to strengthen reading and writing, and practice evaluating arguments based on historical evidence.

**Los Angeles County Office of Education (LACOE)**
(http://commoncore.lacoe.edu/documents/preparing_students_civic_education_connections.pdf)

Publication by the LACOE, "Preparing Students for College, Career and CITIZENSHIP: A Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects."

**Next Generation of Science Standards (NGSS)** http://www.nextgenscience.org/next-generation-science-standards)

New science standards developed through a collaborative, state-led process managed by Achieve, and adopted by the CDE State Board of Education, are arranged across content disciplines and grades. The NGSS is based on the *Framework for K-12 Science Education* developed by the National Research Council. Appendix M in the NGSS demonstrates the connections of the science standards to the CCSS for Literacy in Science and Technical Subjects.

**Universal Access**

**CDE Special Education** (http://www.cde.ca.gov/sp/se/)

A Web page with links to information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills.

**Los Angeles Unified School District/ Academic English Mastery/Closing the Achievement Gap Branch**
([http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/217/MEXICAN%20AMERICAN_TEACHER%20GUIDE.PDF](http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/217/MEXICAN%20AMERICAN_TEACHER%20GUIDE.PDF))
This link is to the "Teachers Guide to Supporting Mexican American Standard English Learners" produced by the LAUSD Instructional Support Services, Academic English Mastery/Closing the Achievement Gap Branch. The purpose of this guide is to serve as a reference manual for teachers and an introduction to the characteristic linguistic features of Mexican American Language, also referenced as Chicano English.


**Multi-Tier System of Support** ([http://www.kansasmtss.org/resources.html](http://www.kansasmtss.org/resources.html) )
A Multi-Tier System of Supports (MTSS) describes how schools go about providing supports for each child to be successful and the processes and tools teachers use to make decisions. When compared to RtI, MTSS addresses a much broader variety of issues including: the identification of a student with specific learning disabilities under IDEA, an individual student problem solving approach to interventions, and a standard protocol approach to interventions or possibly a school wide approach.


**Universal Design for Learning Center** ([http://www.udlcenter.org/)](http://www.udlcenter.org/))
The National UDL Center supports the effective implementation of Universal Design for Learning by connecting stakeholders in the field and providing resources and information on relevant topics. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.


**Universal Design for Learning Curriculum Toolkit** ([http://udl-toolkit.cast.org/](http://udl-toolkit.cast.org/))
The Toolkit is an open-source Web application designed to support the creation of interactive, multimedia curricula according to the principles of Universal Design for Learning (UDL). The feature set includes a system of supports and scaffolds based explicitly on the UDL Guidelines (CAST, 2011) that can be customized to any curricular context. Teachers

can use the application to track students' progress; see and compare their responses, highlighting, and notes; and provide individual or group feedback.

**UCLA Center X** (http://centerx.gseis.ucla.edu)

UCLA Center X is dedicated to dramatically changing schooling for underserved students. Center X provides a unique setting where researchers and practitioners collaborate to design and conduct programs that prepare and support K–12 teachers and administrators committed to social justice, instructional excellence, the integration of research and practice, and caring in urban schools. Together, these communities transform public schooling through inquiry and change, by asking questions and solving problems, fueled by passionate resolve and persistent effort.

**Instructional Resources**

**American Printing House for the Blind** (http://www.aph.org/)

The American Printing House for the Blind provides materials to help students with vision impairments access curriculum and daily living.

**Brokers of Expertise** (http://www.myboe.org/)

The Brokers of Expertise is a social network that allows educators to search for and follow colleagues who have had success in teaching specific California content standards or who work with similar types of students. Users share instructional practices through links, video, pictures, or documents, allowing other teachers to replicate similar innovations in their classrooms. The Web site hosts the CDE CCSS Professional Development Modules and also lists where each resource came from and provides a blog where educators may share their thoughts and feedback.

**CDE Clearinghouse for Specialized Media and Translations (CSMT)**

(http://www.cde.ca.gov/re/pn/sm/) The CSMT (part of the Standards, Curriculum Frameworks, and Instructional Resources Division) provides materials and information for students needing access to the core curriculum in various formats (e.g., braille, large print).

**CDE Instructional Materials Ordering and Distribution System (IMODS)**

(http://csmt.cde.ca.gov/index.aspx)

Free instructional materials are provided for students with disabilities through the CDE Clearinghouse for Specialized Media and Translations in various formats such as braille, large-print, audio, digital talking books, and electronic files.

**CDE Instructional Materials Price List**

(http://www3.cde.ca.gov/impricelist/implsearch.aspx)

The CDE has a searchable list of all state-adopted instructional materials for kindergarten through grade eight. The list is updated with each new adoption of instructional materials, and publishers have the right to submit price increases for existing lists every two years.

**CDE Social Content Review** (http://www.cde.ca.gov/ci/cr/cf/lc.asp)

This Web page includes a searchable CDE database of supplemental instructional materials that have passed a social content review. Although these materials are not considered state-approved or state- adopted, they have met all of the requirements in the *Education Code* for social content.

**California Learning Resource Network** (http://www.clrn.org/home/)

The California Learning Resource Network (CLRN) Web site provides information and Web links on electronic, standards-aligned learning resources (e.g., software, videos, DVDs, CD-ROMs) and assessment tools.

**California Standards for the Teaching Profession**

California Commission on Teacher Credentialing (http://www.ctc.ca.gov)

This Web site provides information about credentialing requirements for California teachers.

The 2009 California Standards for the Teaching Profession (CSTP) are posted at

http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf

**California State University Transitional Kindergarten Community**

(http://teachingcommons.cdl.edu/tk/index.html)

The CSU Transitional Kindergarten Community is a community for CSU faculty and educators across California who are preparing educators for Transitional Kindergarten programs and involved in the state's Transitional Kindergarten practices and policies. The Community is part of a CSU system wide project supported by the David and Lucile Packard Foundation. The goals of the project are: (a) to develop developmentally appropriate preparation approaches that equip future Transitional Kindergarten teachers with the expertise needed to teach young children effectively and (b) to share with educators and organizations involved in in-service preparation of current teachers and administrators for Transitional Kindergarten in order to enhance the success of the work of each entity.

**National Federation of the Blind** (https://nfb.org//)

The National Federation of the Blind provides information about teaching students who are blind.

**National Instructional Materials Access Center** (http://www.nimac.us/)

The National Instructional Materials Access Center provides digital files in multiple formats including braille files and DAISY files which are accessible by students who are blind.

**The Partnership for 21st Century Skills** (http://www.p21.org/)

A national organization that advocates 21st century readiness skills for every student and provides tools and resources incorporating the 4Cs into education (critical thinking and problem solving, communication, collaboration, and creativity and innovation).

**School Libraries**

**American Association of School Librarians (ALA)** (http://www.ala.org/aasl/)

The ALA provides advocacy resources for librarians and library users. One resource is an annual list of "The Best West sites for Teaching and Learning" which honors internet sites that provide enhanced learning and curriculum for school librarians and their teacher collaborations. They also produce the "Best Apps for Teaching & Learning" which honors apps of exceptional value to inquiry based teaching and learning.

**CDE School Libraries** (http://www.cde.ca.gov/ci/cr/lb/index.asp)

This CDE Web page provides information on California's Model School Library Standards, including an alignment document with the CCSS for ELA, improving school libraries in California, and library funding.

**Courses of Study**

**CDE Career Technical Education Model Curriculum Standards**

http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp?print=yes

This Web page provides information about the CTE Model Curriculum Standards, adopted in January 2013, that are designed to prepare students to be both career- and college-ready.

**CDE Elementary School Resources** (http://www.cde.ca.gov/ci/gs/em/index.asp)

This Web page includes links to various resources about elementary education in California.

**CDE Gifted and Talented Education (GATE)** (http://www.cde.ca.gov/sp/gt/gt/)
This Web page provides information about the purpose of the GATE program, requests for applications and application renewal dates, principal apportionment calculations, Advanced Placement, and International Baccalaureate programs.

**CDE State Minimum Course Requirements** (http://www.cde.ca.gov/ci/gs/hs/hsgrmin.asp)
This Web page lists state-level course requirements for high school graduation in California.

**UC Curriculum Integration (UCCI)** http://ucci.ucop.edu/about/index.html
The UCCI program is dedicated to supporting California high schools as the work to ensure that more students are prepared for success in college and career. The UCCI program focuses on assisting high schools with the development of career technical education courses that also meet UC's criteria for fulfilling the "a-g" subject requirements for admission to UC and the California state universities. This Web page provides links to the UC-approved UCCI courses available for any high school in California to teach.

**Statewide Accountability**

**Testing and Accountability Web Page** (http://www.cde.ca.gov/ta/)
This Web page provides links to information about various elements of the statewide accountability system, including the CAHSEE, the CAASPP, the STAR program, and statewide interventions.

**DataQuest** (http://dq.cde.ca.gov/dataquest/)
Dataquest is a resource for state, county, district, and school-level reports. It provides information on a variety of topics, including test scores, enrollment figures, and school staffing.

**Federal Accountability**

**Elementary and Secondary Education Act** (http://www.cde.ca.gov/nclb/)

This Web page provides links to state and federal resources about the requirements of the Elementary and Secondary Education Act.

**Title I, Part A** (http://www.cde.ca.gov/sp/sw/t1/titleparta.asp)

This Web page provides information about federal requirements and the allowable uses for these funds.

**Title III** (http://www.cde.ca.gov/sp/el/t3/)

This Web page provides information about language instruction for limited-English-proficient and immigrant students.